

# University of the West of Scotland

## Module Descriptor

### Session:

<b>Title of Module: Stakeholder Management and Governance</b>			
<b>Code: ENGG11057</b>	<b>SCQF Level: 11 (Scottish Credit and Qualifications Framework)</b>	<b>Credit Points: 20</b>	<b>ECTS: 15 (European Credit Transfer Scheme)</b>
<b>School:</b>	School of Computing, Engineering and Physical Sciences		
<b>Module Co-ordinator:</b>	Dr Nor Azuana Mat Said		
<b>Summary of Module</b>			
<p>In a dynamic, volatile and post-pandemic environment, stakeholder management has become more crucial than before. For organisation to survive and compete in achieving sustainability, sustainability professionals must be able to analyse their stakeholders' expectations and tailor their engagement approaches to meet the demands of different audiences. Stakeholders are people or groups affected by or influencing an organisation. They play a critical role, whether that is related to employee stakeholders and their motivation, or a customer base and what might impact their decisions.</p> <p>To find success, an organisation must interact, to varying degrees, with a range of stakeholders. This enables an organisation to manage messaging and expectation, and to gain insight into how stakeholders perceive them. A key step in doing this is to map your stakeholders. In doing so, organisations can be much more strategic in their approach – particularly when it comes to corporate governance.</p> <p>Within this module, an overview of stakeholder management, engagement and influence, forming, building and leading teams, and the generic skills and responsibilities of being sustainability professionals are addressed with the objective of making it clear that all project-based work relies fundamentally on the ability of people to work together. Managing and leading change, and critical perspectives of ethical and social responsibility, towards sustainable development will be appreciated. This includes acknowledging governance structures, establishing governance and oversight.</p>			

<b>Module Delivery Method</b>					
<b>Face-To-Face</b>	<b>Blended</b>	<b>Fully Online</b>	<b>HybridC</b>	<b>Hybrid 0</b>	<b>Work-Based Learning</b>
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**See Guidance Note for details.**

**Campus(es) for Module Delivery**

The module will **normally** be offered on the following campuses / or by Distance/Online Learning: (Provided viable student numbers permit) (tick as appropriate)

Paisley:	Ayr:	Dumfries:	Lanarkshire:	London:	Distance/Online Learning:	Other:
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Add name

**Term(s) for Module Delivery**

(Provided viable student numbers permit).

Term 1	<input checked="" type="checkbox"/>	Term 2	<input type="checkbox"/>	Term 3	<input type="checkbox"/>
--------	-------------------------------------	--------	--------------------------	--------	--------------------------

**Learning Outcomes: (maximum of 5 statements)**

**These should take cognisance of the SCQF level descriptors and be at the appropriate level for the module.**

At the end of this module the student will be able to:

L1	Critically evaluate and apply sustainability principles to relevant stakeholders, organisations, products or services.
L2	Critically analyse the relationship between organisations and wider stakeholders that impacts on ethical practice and corporate decision making.
L3	Demonstrate an in-depth understanding of the importance of multi-stakeholder engagement, communication, co-operation, and governance in aspects of policy, strategy development, implementation, and management.
L4	Develop understanding of governance structure, key principles and measures for effective governance in organisations.
L5	Demonstrate a critical understanding of the implication of global trends and governance for environment, society and organisations.

**Employability Skills and Personal Development Planning (PDP) Skills**

<b>SCQF Headings</b>	During completion of this module, there will be an opportunity to achieve core skills in:
Knowledge and Understanding (K and U)	SCQF Level <b>11</b>  Demonstrate and/or work with:

	<ul style="list-style-type: none"> <li>• Knowledge that covers and integrates most, if not all, of the main areas of stakeholder management and governance in organisation – including their features, boundaries, terminology and conventions.</li> <li>• A critical understanding of the principal theories, concepts and principles</li> <li>• A critical awareness of current issues in policies and management of stakeholders.</li> </ul>
Practice: Applied Knowledge and Understanding	<p>SCQF Level 11</p> <p>Apply knowledge, skills and understanding:</p> <ul style="list-style-type: none"> <li>• In using a significant range of the principal professional skills, techniques, practices and/or materials associated with managing stakeholders and effective governance.</li> <li>• In using a range of specialised skills, techniques, practices and/or materials that are at the forefront of, or informed by forefront developments.</li> <li>• In demonstrating originality and/or creativity</li> </ul>
Generic Cognitive skills	<p>SCQF Level 11</p> <p>Apply critical analysis, evaluation and synthesis to forefront issues, or issues that are informed by forefront developments of structure and effective decision making.</p> <ul style="list-style-type: none"> <li>• Develop original and creative responses to problems and issues.</li> <li>• Critically review, consolidate and extend knowledge, skills, practices and thinking in leading and managing difference levels of stakeholders.</li> <li>• Deal with complex issues and make informed judgements in implementing strategy and oversee deployment and make decisions through the chosen life-cycle.</li> </ul>
Communication, ICT and Numeracy Skills	<p>SCQF Level 11</p> <p>Use a wide range of routine skills and a range of advanced and specialised skills as appropriate to leading and managing stakeholders, for example:</p> <ul style="list-style-type: none"> <li>• Communicate, using appropriate methods, to a range of audiences with different levels of knowledge/expertise.</li> <li>• Communicate with peers, more senior colleagues and specialists.</li> </ul>
Autonomy, Accountability and Working with others	<p>SCQF Level 11</p>

	<ul style="list-style-type: none"> <li>• Exercise substantial autonomy and initiative in professional and equivalent activities.</li> <li>• Take significant responsibility for a range of resources.</li> <li>• Manage complex ethical and professional issues and make informed judgements on issues not addressed by current professional and/or ethical codes or practices.</li> </ul>	
<b>Pre-requisites:</b>	Before undertaking this module the student should have undertaken the following:	
	<b>Module Code:</b>	<b>Module Title:</b>
	<b>Other:</b>	
<b>Co-requisites</b>	<b>Module Code:</b>	<b>Module Title:</b>

\*Indicates that module descriptor is not published.

<b>Learning and Teaching</b>	
<b>In line with current learning and teaching principles, a 20-credit module includes 200 learning hours, normally including a minimum of 36 contact hours and maximum of 48 contact hours.</b>	
<b>Learning Activities</b> During completion of this module, the learning activities undertaken to achieve the module learning outcomes are stated below:	<b>Student Learning Hours</b> (Normally totalling 200 hours): (Note: Learning hours include both contact hours and hours spent on other learning activities)
Lecture/Core Content Delivery	24
Tutorial/Synchronous Support Activity	12
Independent Study	164
Choose an item.	
Choose an item.	
Choose an item.	
Choose an item.	
Choose an item.	

Choose an item.	
	Hours Total 200

**\*\*Indicative Resources: (eg. Core text, journals, internet access)**

The following materials form essential underpinning for the module content and ultimately for the learning outcomes:

APM Body of Knowledge 7th Edition

Seitanidi, M. and Crane, A. (2014) Social Partnerships and Responsible Business: A Research Handbook. Abingdon: Routledge.

Silvius, G., Schipper, R., Planko, J., van den Brink, J. and Kohler, A. (2012) Sustainability in Project Management. Abingdon: Routledge.

Leblanc, R. (2016) The Handbook of Board Governance: A Comprehensive Guide for Public, Private and Not-for-Profit Board Members. Hoboken: Wiley.

APM Governance Specific Interest Group (2018) Sponsoring Change: A Guide to the Governance Aspects of Project Sponsorship, 2nd edition. Princes Risborough: Association for Project Management.

(\*N.B. Although reading lists should include current publications, students are advised (particularly for material marked with an asterisk\*) to wait until the start of session for confirmation of the most up-to-date material)

**Attendance and Engagement Requirements**

In line with the Student Attendance and Engagement Procedure: Students are academically engaged if they are regularly attending and participating in timetabled on-campus and online teaching sessions, asynchronous online learning activities, course-related learning resources, and complete assessments and submit these on time.

For the purposes of this module, academic engagement equates to the following:

**Equality and Diversity**

The University's Equality, Diversity and Human Rights Procedure can be accessed at the following link: UWS Equality, Diversity and Human Rights Code.

Please ensure any specific requirements are detailed in this section. Module Co-ordinators should consider the accessibility of their module for groups with protected characteristics..

(N.B. Every effort will be made by the University to accommodate any equality and diversity issues brought to the attention of the School)

## Supplemental Information

<b>Divisional Programme Board</b>	
<b>Assessment Results (Pass/Fail)</b>	Yes <input type="checkbox"/> No <input type="checkbox"/>
<b>School Assessment Board</b>	
<b>Moderator</b>	John Grover-Minto
<b>External Examiner</b>	A Garad
<b>Accreditation Details</b>	e.g. ACCA Click or tap here to enter text.
<b>Changes/Version Number</b>	

<b>Assessment: (also refer to Assessment Outcomes Grids below)</b>
<p>This section should make transparent what assessment categories form part of this module (stating what % contributes to the final mark).  Maximum of 3 main assessment categories can be identified (which may comprise smaller elements of assessment).  <b>NB: The 30% aggregate regulation (Reg. 3.9) (40% for PG) for each main category must be taken into account. When using PSMD, if all assessments are recorded in the one box, only one assessment grid will show and the 30% (40% at PG) aggregate regulation will not stand. For the aggregate regulation to stand, each component of assessment must be captured in a separate box.</b>  Please provide brief information about the overall approach to assessment that is taken within the module. In order to be flexible with assessment delivery, be brief, but do state assessment type (e.g. written assignment rather than “essay” / presentation, etc ) and keep the detail for the module handbook. Click or tap here to enter text.</p>
Assessment 1 – 70% (Groupwork)
Assessment 2 – 30% (Individual presentation)
<p>(N.B. (i) <b>Assessment Outcomes Grids</b> for the module (one for each component) can be found below which clearly demonstrate how the learning outcomes of the module will be assessed.  (ii) An <b>indicative schedule</b> listing approximate times within the academic calendar when assessment is likely to feature will be provided within the Student Module Handbook.)</p>

### Assessment Outcome Grids (See Guidance Note)

Component 1							
Assessment Type (Footnote B.)	Learning Outcome (1)	Learning Outcome (2)	Learning Outcome (3)	Learning Outcome (4)	Learning Outcome (5)	Weighting (%) of Assessment Element	Timetabled Contact Hours
Report of practical/ field/ clinical work	✓	✓		✓		70%	0

Component 2							
Assessment Type (Footnote B.)	Learning Outcome (1)	Learning Outcome (2)	Learning Outcome (3)	Learning Outcome (4)	Learning Outcome (5)	Weighting (%) of Assessment Element	Timetabled Contact Hours
Presentation			✓		✓	30%	0

Component 3							
Assessment Type (Footnote B.)	Learning Outcome (1)	Learning Outcome (2)	Learning Outcome (3)	Learning Outcome (4)	Learning Outcome (5)	Weighting (%) of Assessment Element	Timetabled Contact Hours
<b>Combined Total for All Components</b>						<b>100%</b>	<b>XX hours</b>